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# Boston College

## BULLETIN

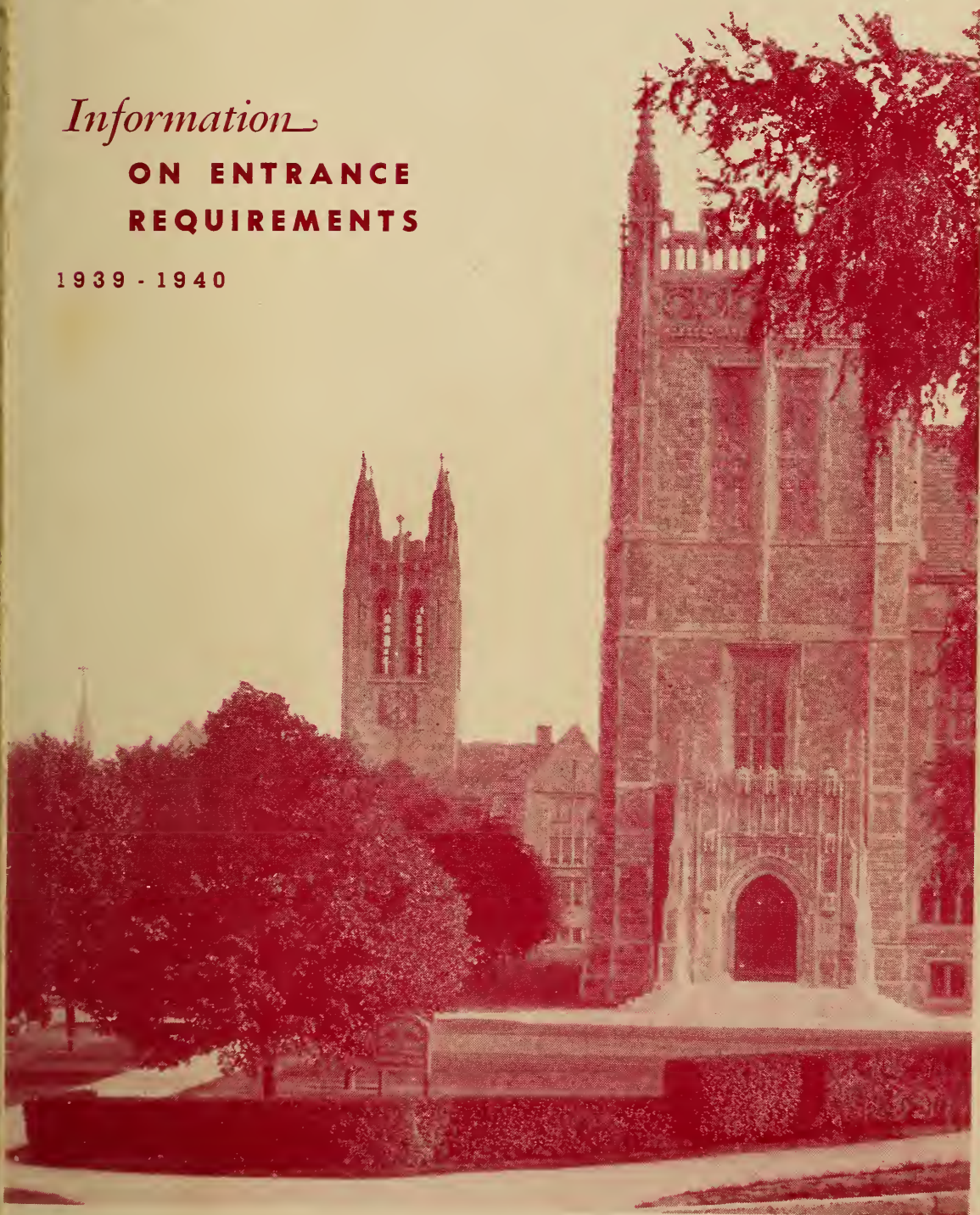
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*Information*

**ON ENTRANCE  
REQUIREMENTS**

1939 - 1940



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## Boston College Bulletin

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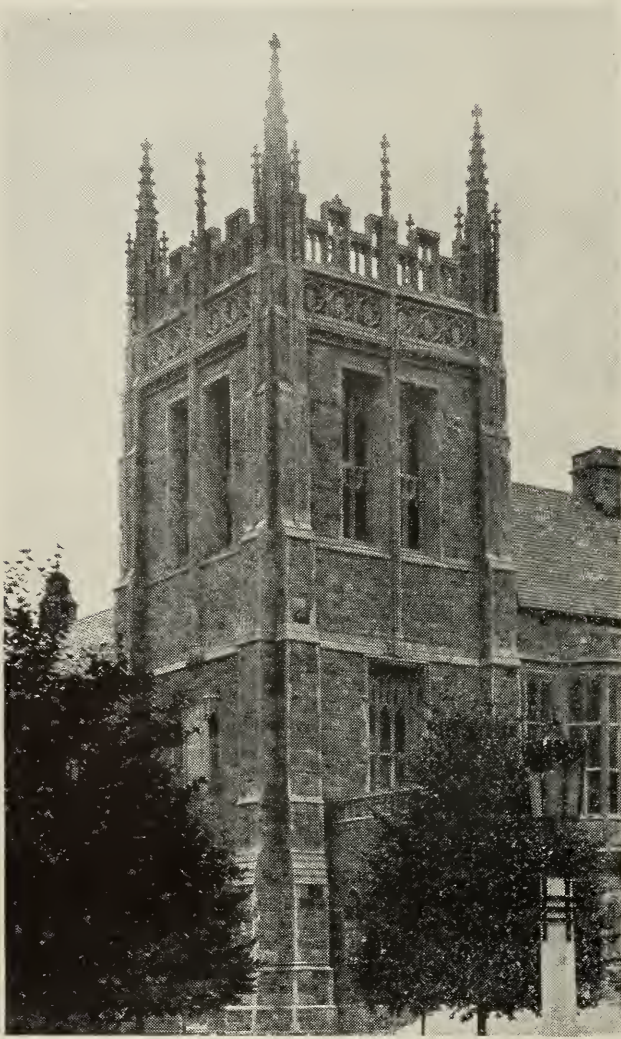
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## TABLE OF CONTENTS

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	Page
System of Education .....	2
Entrance Requirements .....	7
General Statement .....	7
Entrance Units .....	8
Secondary School Units Required for Various Courses at Boston College .....	9 and 10
Scholarships and Scholarship Examinations .....	11
Admission to the Freshman Class .....	12
Subjects in which Certification or Entrance Examinations are Necessary .....	16
Annual Expense Requirements .....	17
Registration .....	19
Schedule of Entrance Examinations—June, 1939 .....	21
Schedule of Entrance Examinations—August, 1939 .....	22
General Description of Courses and Requirements for Degrees .....	23
Selection of Curriculum .....	36
Student Organizations .....	39
Tabulated Schedules of Curricula for the Various Degrees .....	40





## *System of Education*

The system of education followed in Boston College is similar to that of all the colleges of the Society of Jesus. It is based upon and guided by the principles of the *Ratio Studiorum*, a body of rules and suggestions framed upon the experiences and the best results attained by the greatest universities of Europe at the most flourishing period of their existence.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method, and the object aimed at by its teaching will give a general idea of its purpose.

Education is understood by the Fathers of the Society of Jesus as the full and harmonious development of all those faculties that are distinctive of man. It is not, therefore, mere instruction or the communication of knowledge. In fact, the acquisition of knowledge, though it necessarily accompanies any right system of education, is a secondary result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Understanding, then, clearly the purposes of education, such instruments of education, that is, such studies, sciences or languages, are chosen as will most effectively further that end. These studies are chosen, moreover, only in proportion and in such numbers as are sufficient and required. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and



sciences into which the vast world of modern knowledge has been scientifically divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stay, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of Specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and the scientific unfolding of knowledge; they are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Languages and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Languages and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reason. Language and History affect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are the languages with a structure and idiom remote from the language of the student, the study of them lays bare before them the laws of thought and logic and requires attention, reflection and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recess of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world of time and space, the Jesuit system of educa-

tion has unwaveringly kept Language in a position of honor as an instrument of culture.

In order that the student may perfect his study of the Sciences by a deeper insight into the fundamental causes and ultimate reality of things, the complete course of Scholastic Philosophy is given. The pursuit of this course of philosophy leads to a broadening of intellectual vision and a strengthening of moral training that are in accord with the universal principles of human knowledge and the established laws of human conduct. In this final stage of collegiate development the student is thus enabled to exercise the powers of keen analysis and self-criticism, to apply to the practical problems of life the faculties of memory and imagination which have been developed by the study of Literature and History, and the methods of accurate and logical thinking which Mathematics and the Natural Sciences impart.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development of themselves have no moral efficacy. Religion only can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade.

The purpose of Jesuit teaching, in a word, is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special, and for the building up of moral life, civil and religious.

The Jesuit system of education in seeking to attain the mental and moral development of all the faculties of man, relies chiefly on the exceptional advantages of the liberal arts courses leading to the degree of Bachelor of Arts; however, a more definite scientific training is offered through the various courses leading to the degree of Bachelor of Science.





## RELIGIOUS TRAINING

In the admission of students, no discrimination is made on the ground of religious belief. Students who are not of the Catholic Faith will be exempt from attendance at religious exercises conducted by the College and at the courses of instruction which deal with the Evidences of Religion, unless such students freely choose to be present at these exercises and classes.

Nevertheless, in the light of what has been said in the preceding section, training in Religion is considered of primary importance in Education properly understood. The authorities of the College are persuaded, in common with their Religious brethren who conduct Jesuit Colleges throughout this country and in various parts of the world, that Education truly fulfills its function of developing the natural human powers and thus preparing the students for a fruitful life after leaving college, only when a solid and thorough intellectual training is supplemented by equally complete training in Christian morality and Religion. Nor is this Religious Training to be considered of relatively minor value; on the contrary it is held to be of primary importance in the formation of the Christian gentleman and the loyal citizen; and in point of fact, the activities which affect the development of the student's moral being may in the strictest sense of the term be rated as more important than the various curricular and extra-curricular activities which minister to his intellectual or physical development.

The Religious Training consists first of all in a general and all-pervading background against which are projected all the individual elements which make the College course; it is an atmosphere which surrounds and permeates the College life; it is a subtle influence born of the power of associations and example, of the persistent presentation of noble motives and high ideals, of the kindly admonition, correction, guidance, instruction and exhortation of a body of teachers who are themselves thoroughly grounded in the highest form of religious culture through a life led according to lofty principles of asceticism.

This Religious Training also takes the form of religious instruction given during class periods which form an integral element of the curriculum. The College authorities believe that religious truths form a body of doctrines which are definite and certain and which may be taught and studied with as much exactness as Language or Philosophy, and as scientifically as other branches of human knowledge. Hence the study of Religion is required and the courses in the Evidences of Religion are conducted as ordinary lecture courses with class recitations, repetitions and examinations. The subject-matter of these courses is so arranged that during the four years college course, the student covers the entire cycle of Catholic dogmatic and moral teachings.

This religious instruction is supported by various religious activities and practices which may be classed as spiritual extra-curricular activities. The League of the Sacred Heart and its attendant devotions are encouraged. Sodalities of the Blessed Virgin foster that devotion to the Mother of God which is the youth's safeguard in adolescence. The Mission Crusade serves to help the struggling missions in foreign lands, and to develop in the students the spirit of charity and self-sacrifice towards others who are spiritually less favored. All students are required to make an annual Retreat, and an additional special Retreat for Seniors is conducted each year just before Commencement. The frequent use of the Sacraments of Penance and Holy Eucharist, the twin means divinely planned to safeguard and strengthen the human soul against evil, should be an important item in the moral life of a Catholic young man, and nowhere is it more earnestly advised or insisted on than in a Jesuit College.





## *Entrance Requirements*

### **GENERAL STATEMENT**

The administration of the Requirements for Admission to Boston College is in the hands of the Director of the Board of Admissions. The executive details are administered by the Dean of the Freshman Class and the Registrar of the College, who will gladly furnish application blanks and all desired information to prospective

candidates, parents and Secondary Schools. Application on the form supplied by Boston College must be filed with the Boston College Registrar before May 15 to receive consideration for the June, 1939 Entrance Examinations. To receive consideration for admittance in September, 1939 all applications must be on file with the Boston College Registrar before August 20, 1939.

All applicants for admission to Boston College must have successfully completed four (4) years of study in an approved Secondary School; the studies taken in Secondary School must include a sufficient amount of the branches of study which the College recognizes for admission; the applicants must present evidence of graduation and of honorable dismissal from the authorities of the school or college which they last attended; they must also present evidence testifying to their good moral character and their general capability to follow the courses at Boston College and live up to the standards which the College exacts of its students. Moreover candidates must present evidence of scholastic qualifications in any one of the following ways:

1. *Full certification by an approved secondary school.*
2. *Partial certification and passing grades in some one of the approved forms of college entrance examinations in required subjects in which the candidate has not been certified.*

3. *Passing grades in some one of the approved forms of college entrance examinations in all required subjects. Upon receipt of application, properly filled out on the Boston College form, the Board of Admissions will, through the Boston College Registrar, notify the candidate whether his Secondary School record merits full, partial or no certification. If partial, or not certified, the candidate will be notified what Entrance Examinations will be required.*

As the enrollment of the Freshman Class is restricted in numbers, it is impossible for the College to accept all who satisfy the Entrance Requirements. Merely to satisfy the academic requirements, therefore, does not assure an applicant of admission to the College, since the applicants who will be accepted will be those whose qualifications are the best.



## “ENTRANCE UNITS”

When subjects taken in Preparatory School or High School are offered for admission to Boston College, and when the College investigates whether the applicant has taken a sufficient amount of the required subjects to satisfy the Entrance Requirements, the amount of time which has been devoted to the various branches of study in Secondary Schools is computed on a basis of “Entrance Units” or “Entrance Credits.”

“Admission requirements are uniformly announced in terms of ‘units.’ The National Conference Committee on Standards of Colleges and Secondary Schools has described a unit in this way:

“A unit represents a year’s study in any subject in a secondary school, constituting approximately a quarter of a year’s work.

“A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

“This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty

to sixty minutes in length, and that the study is pursued for four or five periods a week; but under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours, or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit."

*Amer. Univ. and Coll. Amer. Counc. on Educ.*, Robertson, p. 19.

### List of Secondary School Units Acceptable For Admission to Boston College

	Units		Units
English I (Grammar and Composition) .....	2	Intermediate French .....	1
English II (Literature) .....	2	Elementary German .....	2
Ancient History .....	1	Intermediate German .....	1
American History .....	1	Elementary Italian .....	2
English History .....	1	Intermediate Italian .....	1
American History and Civil Government .....	1	Elementary Spanish .....	2
European History .....	1	Intermediate Spanish .....	1
World History .....	1	Elementary Algebra .....	1
Modern History .....	1	Intermediate Algebra .....	1
Medieval History .....	1	Plane Geometry .....	1
Civil Government .....	1/2	Solid Geometry .....	1/2
Problems of Democracy ....	1	Plane Trigonometry .....	1/2
Latin (Elementary) .....	1	Chemistry .....	1
Latin (Caesar) .....	1	Physics .....	1
Latin (Cicero) .....	1	Biology .....	1
Latin (Virgil) .....	1	Botany .....	1
Greek (Elementary) .....	1	Zoology .....	1
Greek (Xenophon's Anabasis) ..	1	Economics .....	1
Greek (Homer's Iliad) ....	1	Astronomy .....	1
Elementary French .....	2	Elementary Science .....	1
		Social Studies .....	1
		Law .....	1

### SECONDARY SCHOOL UNITS FOR VARIOUS COURSES AT BOSTON COLLEGE BACHELOR OF ARTS

#### Required Fifteen (15) Entrance Units

Latin .....	3
Algebra .....	1
Plane Geometry .....	1
English .....	4
*Modern Language .....	2
Other Subjects .....	4
(as listed above) .....	—
*Cf. Note page 10.	15



## BACHELOR OF SCIENCE IN CHEMISTRY, PHYSICS OR BIOLOGY

### Required Fifteen (15) Entrance Units

English .....	4
Algebra .....	1½
Plane Geometry .....	1
*Modern Language .....	2
Science (Chemistry, Physics or Biology) .....	1
Other Subjects .....	5½
(as listed on page 9)	15

## BACHELOR OF SCIENCE IN EDUCATION, HISTORY, SOCIAL SCIENCES.

### Required Fifteen (15) Entrance Units

English .....	4
Elementary Algebra .....	1
Plane Geometry .....	1
U. S. History .....	1
*Modern Language .....	2
Other Subjects .....	6
(as listed on page 9)	15

†Students lacking entrance units in Modern Language begin a language in Freshman year and continue it through Junior year. Candidates who cannot present entrance units in Modern Language may substitute credit in one of the subjects listed as entrance units on page 9, subject to the approval of the Board of Admissions.

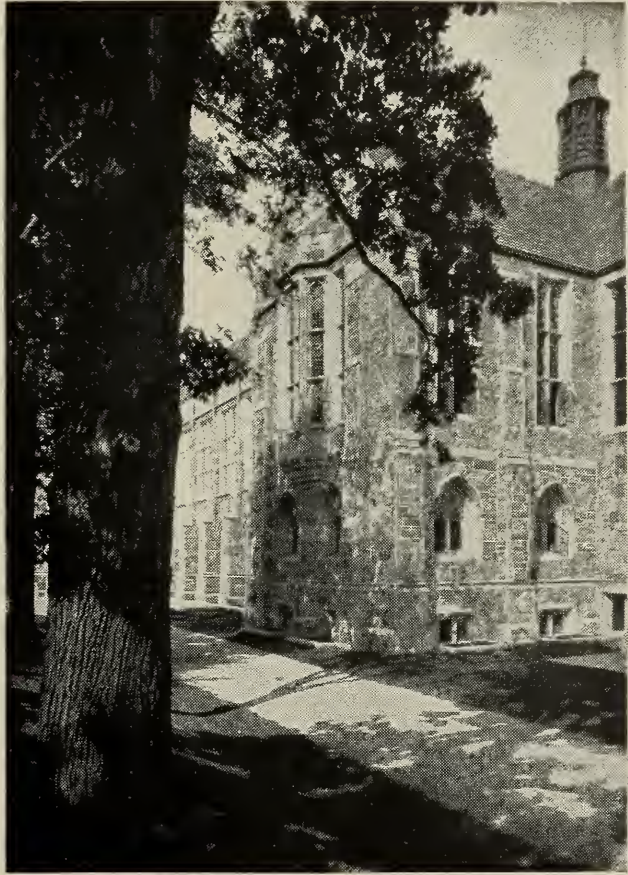
Intermediate and elementary Modern Language courses are offered in French, German, Italian and Spanish. Intermediate courses presuppose at least two years of secondary school preparation in the language. Students who have had two years of preparation in a Modern Language and wish to continue the study of this language must take the Intermediate courses. It is permissible for students who have had two years of high school preparation in a Modern Language to discontinue the study of this language and to begin the study of another at Boston College. The elementary course may not be taken in any language in which the student has had two years of secondary school preparation.

N. B. German, elementary or intermediate, depending on the previous preparation, is prescribed in the B.S. courses in Biology, Chemistry and Physics.



## SCHOLARSHIPS AND SCHOLARSHIP EXAMINATIONS

A list of all scholarships, their values, and any restrictions which may be attached to the awarding of them is contained in the Boston College Bulletin, Catalogue Number.



Each year Boston College awards a number of scholarships by competitive examinations. These competitive scholarship examinations are identical with the June Entrance Examinations and are awarded on the basis of excellence in these examinations. Intention of entering these competitive examinations must be indicated by the candidate on the first page of the application blank in the space provided for this purpose.

**Only those who would otherwise be fully certified can qualify for the Competitive Scholarship Examinations. There will be no Examination Fee for those who qualify for the Competitive Scholarship Examination.**

All scholarship candidates must fulfill all the requirements for admission to Boston College as outlined in this Bulletin.

**Scholarship examinations will be held in connection with the June Examinations only.**

No consideration will be given to preliminary examinations in determining the awards. All examinations must be taken the same year.



## PROCEDURE OF CANDIDATES FOR ADMISSION TO FRESHMAN CLASS

1. Candidate should secure a copy of the Boston College application form, which will be provided on request.
2. The candidate himself is to fill in properly and completely the information desired on pages 1 and 4 of the Boston College application form.
3. Next the candidate is to take the application form to his secondary school principal with the request that the principal:
  - a) fill in the information desired on pages 2 and 3 of the application form.
  - b) mail the completed application form to the Boston College Registrar. (If a candidate has attended more than one secondary school, his scholastic record at each school should be sent by the respective principals or headmasters.) It is important that Secondary School Records should come *directly* from the office of the principal to the Boston College Registrar. Records brought by students will not be accepted as official.
4. When the candidate's application form has been received properly completed, the candidate will be notified of his status by the Boston College Registrar.

Note—To receive consideration for the June, 1939 Entrance (and Scholarship) Examinations applications must be on file with the Boston College Registrar not later than May 15, 1939.

To receive consideration, for Admittance in September, 1939 ALL Applications must be filed before August 20, 1939.

All applicants for admission to Boston College, in addition to satisfying the general credit requirements already mentioned, must either be certified in the required subjects or successfully pass some one of the approved forms of College Entrance Examinations.



If the record of a candidate meets with the approval of the Board of Admissions, notice will be sent to him permitting him to take the examinations in question. It is not necessary to take examinations in all the branches which are studied in Secondary School and which are offered as Entrance Units; hence, notification will be sent at the same time, instructing the candidate which examinations he is to take. A list of these subjects will be found on page 16.

Entrance Examinations are conducted by the Board of Admissions at Boston College in June and in August.

N. B. Cf. Note preceding August Examination Schedule, page 22.

The examinations conducted by the College Entrance Examination Board and by the Regents of the University of the State of New York (the New York Regents' Examinations) are recognized by Boston College as equivalent to Entrance Examinations for Boston College, subject to the usual conditions.

A third approved set of examinations is that which is commonly taken by graduates of Jesuit High Schools in Boston and elsewhere; these are the "Province Examinations," or the Interscholastic Examinations of the Province, conducted by each of the American Jesuit Provinces. Graduates of Jesuit High Schools who plan to enter Boston College should submit their applications and scholastic records to the Boston College Registrar as specified above for all candidates.





## ENTRANCE EXAMINATIONS

In the Boston College Entrance (and Scholarship) Examinations for 1939, there will be a departure from past practice. Instead of the essay-type of examination a series of objective tests, suited to the Secondary School Curriculum, will be given, in the required subjects, to measure achievement. These tests should be taken "in stride," hence *special*

preparation and "cramming" is not deemed advisable.

All candidates who are to take the Boston College Entrance (and Scholarship) Examinations are required to take examinations in those subjects specified on the cards sent to candidates by the Boston College Registrar; alterations on those cards may be made only by the Dean or the Registrar.

## PRELIMINARY EXAMINATIONS

Preliminary examinations for admission are allowed for the benefit of applicants who have not yet completed their secondary school courses, but who desire to take examinations in the subjects which they have already completed with a view to offering credit in these examinations for admission in the future. Such applicants are required to file applications and to submit their scholastic records to date in those subjects in which they desire to take examinations.

## EXAMINATION FEES

The examination fee is five dollars for one examination or for two examinations, and ten dollars for more than two examinations. The fee is to be made payable to the Treasurer of Boston College. Candidates who wish to be considered for the Boston College Entrance Examinations must pay the examination fee at least one week before the date set for the examinations. If a candidate is not permitted by the Board of Admissions to take the entrance examinations, the candidate will be notified and the examination fee will be refunded.

Successful candidates will be notified of their acceptance by the Registrar. The withdrawal of intention to take the examination forfeits the examination fee.



## REGULATIONS FOR EXAMINATIONS

1. Upon notification of the approval of the candidate's application by the Board of Admissions, the Registrar will forward to the applicant cards which will admit him to the examinations if examinations are necessary.

2. All candidates must appear at the time specified for the examination.

3. No books or papers, other than the official examination books, are to be used in the examination room. The possession of any book, paper, or any unofficial material by a candidate will debar the candidate not only from the particular examination, but also from all other examinations conducted by Boston College. A candidate so debarred will forfeit his examination fee.

4. There is to be no communication direct or indirect between the examinees. If there is such communication, those involved will be obliged to leave the examination room and forfeit all credit for the examination. Furthermore, they will be barred from all future examinations conducted by the College. The judgment of the proctor in charge will be final.

5. Each candidate should read carefully the directions given on the examination sheet and understand clearly every direction before attempting to answer the questions. No concessions will be made for any student's failure to follow the directions given.

6. All examination books will be supplied by the College.

7. The proctor will give all directions for the arrangement of the examination books. These directions should be closely followed by the candidates.



**SUBJECTS IN WHICH  
CERTIFICATION OR  
ENTRANCE  
EXAMINATIONS  
ARE NECESSARY**

Candidates applying for the BACHELOR OF ARTS course:

Elementary Algebra  
Plane Geometry  
Greek\* or Modern Language\*  
Latin  
English

Candidates applying for the BACHELOR OF SCIENCE courses in  
BIOLOGY, CHEMISTRY OR PHYSICS:

Intermediate Algebra  
Plane Geometry  
One science (Chemistry, Physics, or Biology)—Applicant's choice.  
Modern Language\*  
English

Candidates applying for the BACHELOR OF SCIENCE courses in  
EDUCATION, HISTORY, OR SOCIAL SCIENCES.

Elementary Algebra  
Plane Geometry  
Modern Language\*  
United States History or United States History and  
Civil Government  
English

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\*Candidates who offer neither Greek nor Modern Language credits for admission will take an examination in a listed unit to be named by the Board of Admissions and in which an examination is not already prescribed



## ANNUAL EXPENSE REQUIREMENTS

Since this Institution is not endowed, it is normally dependent for support and development on the fees paid for tuition and for the other Collegiate requirements. The following rules, therefore, must be strictly observed:

**Applicants, who before August 1, 1939 are notified of acceptance by the Committee on Admission, are, within ten days of receipt of notification, required to forward the sum of \$15.00 to the Boston College Treasurer. This sum will serve as a guarantee of the candidate's intention to register for the Freshman Class in September, 1939. Upon payment of this guarantee fee provisions will be made for the candidate on the Freshman Class Roster. This guarantee fee will be deducted from the candidate's First Quarter tuition bill. Failure to register forfeits this fee.**

The payment of Tuition, Student Activities, Library and Registration Fees, is to be made by mail or in person, not later than the days assigned on the bill, which is mailed to the individual student about two weeks before the day assigned. Freshmen and other new students receive their first bills at the time of registration.

Bills as rendered are:

- (1) First Quarter—due on entrance in September.

Tuition: \$62.50.

With this quarter is also paid one-half of the Student Activities, fee (\$12.00) and one-half of the Library Fee (\$5.00).



At this time the Registration Fee is also paid: for Upper Classmen, \$1.00; for Freshmen and New Students, \$5.00.

Total: for Upper Classmen, \$80.50; for Freshmen and New Students, \$84.50.

- (2) Second Quarter—due at the time of the closing of marks for the first quarter, about the middle of November.  
Tuition: \$62.50.

- (3) Third Quarter—due at the opening of the Second Semester at the end of January.

Tuition: \$62.50.

Also the other half of the Student Activities and Library Fees: \$17.00. Total: \$79.50.

- (4) Fourth Quarter—due at the time of the closing of marks for the third quarter, about the middle of March.

Tuition: \$62.50.

This arrangement does not prevent students from making payments half-yearly or yearly in advance, if they should wish to do so.

Science Fees are to be paid in full at the time of entrance to the various Science courses.

No student will be allowed to enter any class in September until his Class Card, which is issued at the Dean's Office on arrival, has been countersigned by the Treasurer, indicating that all financial matters have been satisfactorily adjusted.

At the opening of the Second Semester in February, there will be a second registration, to which no fee is attached. At this second registration students apply not to the Office of the Dean but to the Treasurer's Office for Class Cards, at the time when they make the payment of their bills for the Third Quarter. The issuance of this card will indicate that all financial matters are satisfactorily adjusted to date. This Class Card is to be shown to each Professor at the beginning of classes on or before the opening of the Second Semester. Delaying until the day on which the Second Semester opens will cause congestion and may involve loss of class credit for one or more days.

Holders of full Scholarships are not exempt from the payment of Registration, Student Activities, Library or Science Fees at the time prescribed.

No refund of the Quarterly Tuition will be made after the expiration of the first week of the Quarter.

The "Student Activities" Fee subsidizes expenses incident to the conduct of various extra-curricular activities, entitles the student to subscriptions for the "Stylus" and the "Heights," to the usual athletic reductions during the football and baseball seasons, and to a ticket of admission to the annual College Concert, the annual College Play and to various extra-curricular lectures provided by the College authorities.



## Summary of Annual Expense Requirements

General Fees	Registration—upper classes (not refundable) .....	\$ 1.00
	Registration—new students (not refundable) .....	5.00
	Tuition—payable quarterly in advance .....	250.00
	Student Activities—payable semi-annually with tuition .....	24.00
	Library—payable semi-annually with tuition .....	10.00
Special Fees	Condition Examination .....	5.00
	Deficiency Course .....	20.00
	Certificates, Marks, etc. ....	1.00
	General Chemistry and deposit .....	30.00
	Qualitative Chemistry and deposit .....	35.00
	Organic Chemistry and deposit .....	55.00
	Organic Analysis and deposit .....	55.00
	Quantitative Chemistry and deposit .....	35.00
	Physical Chemistry and deposit .....	40.00
	Physics .....	15.00
	Biology .....	30.00
	Elective Biology .....	15.00
	Elective Chemistry .....	15.00
	Graduation .....	10.00



## REGISTRATION

To avoid the confusion and delay caused by a misunderstanding on the part of the registrants, attention is earnestly directed to the fact that Registration and the adjustment of Tuition payments are not to be postponed to the opening day of classes. The opening day of Freshman Classes is September 14, 1939. Registration must be attended to before this time.

## **DAYS FOR REGISTRATION**

The following days have been assigned for Freshman Registration and adjustment of Tuition payments:

September 8th, 9th, 11th, 12th and 13th.

## **METHOD OF REGISTRATION**

On the days assigned for Registration, students should present themselves at the office of the Registrar, where a set of six printed cards will be issued to them. The student should not apply for a Registration Card unless he is prepared to make payment of his First Quarter bill in full. These cards will indicate the assignments of the class sections for the coming year and will be stamped with the approval of the Dean's Office. All the information asked for on these cards for the College files should be filled in and the card shown to the Registrar for his approval.

The student should then present himself at the Treasurer's Office for payment. All the cards excepting one will be kept at the Treasurer's Office. One card will be returned to the student, countersigned by the Treasurer. This is the student's Class Card and is to be shown to the Class Professors on the opening day of school.

No student will be allowed to enter class without this Class Card, stamped by the Dean's Office and countersigned by the Treasurer. Any student not present for the formal opening of classes should know that this absence will be counted among the limited number of absences which are allowed before a Deficiency is incurred.

## **PAYMENT OF BILLS**

It is recommended that payments of tuition, etc., be made by check or by Postal Money Order.

Checks should be made out for the proper amount of tuition and fees. Since personal checks will not be cashed, any surplus over the proper amount for tuition, fees, etc., will not be refunded.

No refund of the Quarterly Tuition will be made after the expiration of the first week of the Quarter.

N. B. Business with the Treasurer will be transacted only during office hours: Daily 9.00 A. M. to 4.00 P. M.

Saturdays, 9.00 A. M. to 12.00 M.

## Schedule of Entrance Examinations, June, 1939

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### June 1, 1939

Mathematics .....	9.30 A.M.-12.00 M.
French .....	1.30 P.M.- 4.00 P.M.
Greek .....	1.30 P.M.- 4.00 P.M.
German .....	1.30 P.M.- 4.00 P.M.
Italian .....	1.30 P.M.- 4.00 P.M.
Spanish .....	1.30 P.M.- 4.00 P.M.
Special Examinations .....	1.30 P.M.- 4.00 P.M.

### June 2, 1939

Chemistry .....	9.30 A.M.-12.00 M.
Physics .....	9.30 A.M.-12.00 M.
Biology .....	9.30 A.M.-12.00 M.
American History .....	9.30 A.M.-12.00 M.
American History and Civil Government .....	9.30 A.M.-12.00 M.
Latin .....	9.30 A.M.-12.00 M.
English .....	1.30 P.M.- 4.00 P.M.

**All examinations will be conducted in Rooms 4 and 8  
of the Science Building, Boston College**



The schedule given below is not a guarantee that examinations will be held in August. If the number of successful candidates in June exhausts the physical limits of the Freshman Class, no August examinations will be held.

Due to the fact that secondary school offices generally do not open until September, applicants should file scholastic records at Boston College before the closing of school offices.

## Schedule of Entrance Examinations, August, 1939

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### August 31, 1939

Mathematics .....	9.30 A.M.-12.00 M
French .....	1.30 P.M.- 4.00 P.M.
Greek .....	1.30 P.M.- 4.00 P.M.
German .....	1.30 P.M.- 4.00 P.M.
Italian .....	1.30 P.M.- 4.00 P.M.
Spanish .....	1.30 P.M.- 4.00 P.M.
Special Examinations .....	1.30 P.M.- 4.00 P.M.

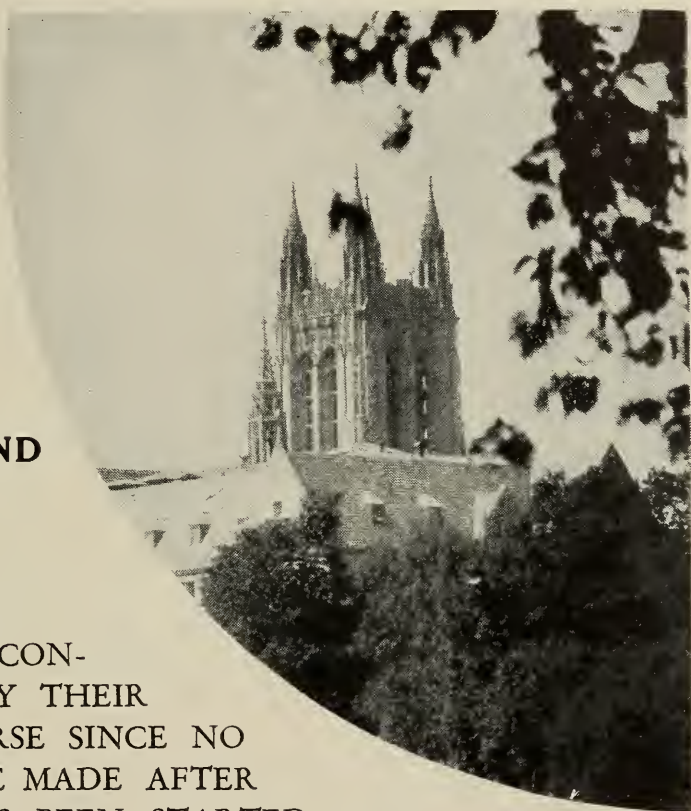
### September 1, 1939

Chemistry .....	9.30 A.M.-12.00 M.
Physics .....	9.30 A.M.-12.00 M.
Biology .....	9.30 A.M.-12.00 M.
American History .....	9.30 A.M.-12.00 M.
American History and Civil Government .....	9.30 A.M.-12.00 M.
Latin .....	9.30 A.M.-12.00 M.
English .....	1.30 P.M.- 4.00 P.M.

**All examinations will be conducted in Rooms 4 and 8  
of the Science Building, Boston College**

## **GENERAL DESCRIPTION OF COURSES AND REQUIREMENTS FOR DEGREES**

APPLICANTS ARE  
INSTRUCTED TO CON-  
SIDER CAREFULLY THEIR  
CHOICE OF COURSE SINCE NO  
CHANGES MAY BE MADE AFTER  
THE COURSE HAS BEEN STARTED.



The Jesuit system of education is based frankly on the fact that genuine education demands throughout the supervision and control of trained, experienced educators, and is not a thing to be regulated by the inexperienced student himself. Keeping in view the essential distinction between collegiate and university education, as that of a general as distinguished from a special or professional education, the studies which have been found to be the best instruments for imparting this general education are prescribed; and these form the greater part of the curriculum. It is the immediate object of the education which makes this course imperative. It aims at the preliminary development of the whole man as the essence of education and its only legitimate meaning. After this is attained, specialization along particular lines may properly follow.

The College of Arts and Sciences at Boston College at the present time confers two academic degrees, Bachelor of Arts (A.B.), Bachelor of Science (B.S.). The various individual courses of study in particular branches, which are to be found listed on pages 40 to 48 of this Bulletin, are consequently arranged in two groups, each one leading to one of these two degrees. Within the Bachelor of Science group, there are again six groups, since all students registering for this degree are expected to major in either Biology, Chemistry, Physics, Education, History, Social Sciences.

## **The Bachelor of Arts Degree**

The Courses for the Bachelor of Arts degree are divided into three separate groups:

1. A.B. Honors. (Greek).
2. A.B. (Greek).
3. A.B. (Mathematics).

## **The Bachelor of Arts Degree With Honors**

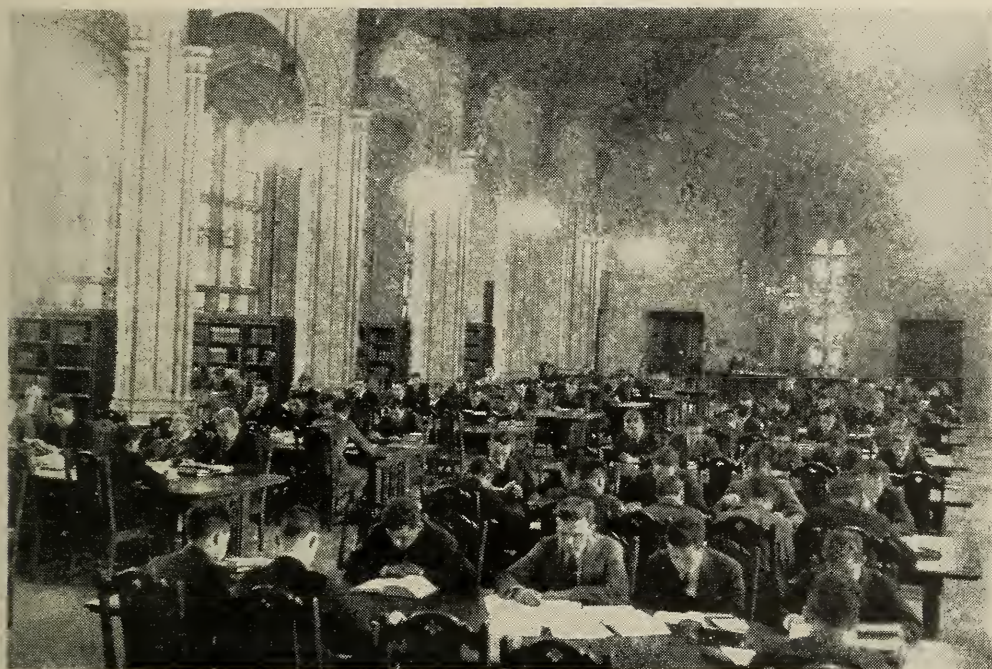
The course leading to the Bachelor of Arts degree with Honors is reserved to those students, who, in the judgment of the College authorities are endowed with more than ordinary talent and are capable of the high grade work which the course requires.

A course in Greek language and literature is required of all students in this course. A minimum of two years of college Greek will be required of all students in this course who have made preliminary studies in this language during two or three years of High School. For those who enter without these preliminary studies in Greek, an intensive college course of three years duration will be provided.

In addition to this study of Greek students working for the Bachelor of Arts degree with honors must, at the time of graduation, be found to have obtained a grade of "A" (90-100%) or "B" (80-90%) in thirteen (13) of the courses taken, and a grade of "C" (70-80%) in at least three-fifths of the remaining courses. These grades will be determined partly by class work, partly by comprehensive oral and written examinations. The scholastic success of the student will be noted on a special diploma by the qualifications of First, Second, Third, Fourth Honors.

Applicants who elect to begin or continue the study of Greek, and whose scholastic record in secondary schools gives assurance that they will be able to meet these requirements, will be grouped in their Freshman Year into separate classes for the more extensive and more intensive work demanded for the Honors Course. In keeping with the greater capabilities of the students in these classes, and with the higher requirements of the Honors Course, these students will be required to cover a larger amount of matter in the various branches, both in class-room work and in assignments for personal work outside of class, than is ordinarily required for the other classes, and a much higher grade of work and more thorough and intensive application to assignments will be exacted of them. Any students in these classes who, at any point of the course, fail in the satisfactory performance of their work and make it clear that they will not be able to satisfy the requirements at the time of their graduation, will be dropped from the Honors Course and assigned to the other classes.





Students in the Honors Course will be expected to do original and intensive work in the branches which they select as their chosen field for special study in their Junior and Senior years.

At the discretion of the Dean, students in the Honors Course may be exempted from regular attendance at classes, but must render an account of their work by written reports, by personal conference with their Instructors, and in group discussions.

### **A. B. With Greek But Without Honors**

Students who elect to take courses in Greek but whose scholastic record in secondary school gives no assurance that they will be able to meet the requirements of the course leading to the Degree of Bachelor of Arts with Honors, will be grouped into classes separate from the students in the Honors Course. These students will be given substantially the same curriculum as that prescribed for the Honors Course; that is to say, the same branches of study will be required, but the amount of matter taken and the assignments for personal work will be lessened. For those who enter without preliminary studies in Greek, an intensive college course of three years duration will be provided. At the completion of their course, these students will receive the degree of Bachelor of Arts without Honors. The degree will be conferred without any qualifications or specifications, save the customary ones of "cum laude" (with distinction), "magna cum laude" (with high distinction), "summa cum laude" (with highest distinction). To receive the degree, it will, of course,

be necessary for the student to have completed all his courses successfully with a rank of at least 60%. An average of at least 70% for four years is required for graduation.

### **A. B. Degree With Mathematics**

The course leading to the Bachelor of Arts degree with Mathematics are identical with those in the Bachelor of Arts degree without Honors, with this exception: during the Freshman and Sophomore years courses in Mathematics are substituted for the study of Greek.

### **Science Courses in the A. B. Curriculum**

One course in science, Biology, Chemistry or Physics is required of all students in the Bachelor of Arts Curriculum. This course, which is taken in the Junior year, may be chosen by the student from the three branches mentioned above.

### **Studies Preparatory to Professions Which Are Offered in the A. B. Curriculum**

In order to prepare students in the Bachelor of Arts curriculum for entrance into professional schools after graduation from college a special program of studies is offered to meet the requirements of these institutions.

At present Boston College offers two such programs which prepare for studies in Medicine and in Law. In these courses students who plan to enter Medical Schools may fulfill all the requirements prescribed for Pre-Medical students by the Council of Education of the American Medical Association, and students who plan to enter Law Schools will thus acquire credits which will amply satisfy entrance requirements for Law Schools. It is strongly recommended to Pre-Medical and Pre-Legal students that, having fulfilled the requirements of these professional schools they devote whatever time is left them for elective studies to the more cultural studies of the arts courses.

### **Pre-Legal Studies in the A. B. Curriculum**

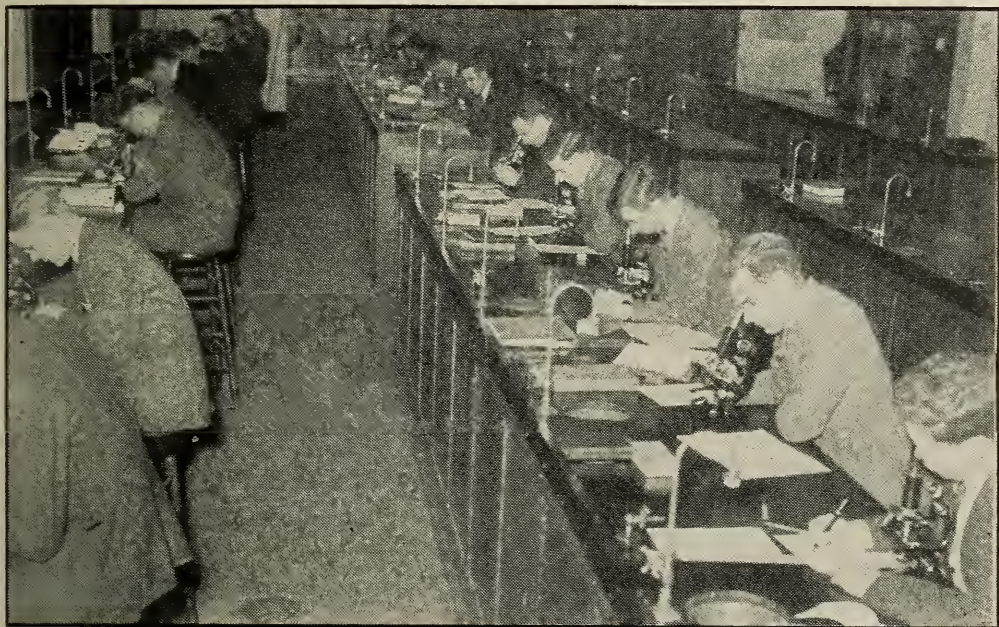
Students in the Bachelor of Arts groups who plan to enter Law School may in their Junior and Senior year elect courses in Economics, Government, Accounting. No other courses are specified as Pre-Legal Studies, nor should too much stress be placed upon these branches to the detriment of the cultural subjects so necessary to all professions.

### **Pre-Medical Studies in the A. B. Curriculum**

Since certain special courses, peculiar to this group of Pre-Medical students, will be necessary in both Freshman and Sophomore years, a decision should be reached before entering the College. These courses



will be found by consulting the detailed description of the Pre-Medical studies given in the Catalogue Number of the Boston College Bulletin. Occasional exceptions may be granted by which a student may enter upon the special Pre-Medical courses at the successful completion of his Freshman year. This arrangement is subject to the discretion of the Dean. No student may take up the Pre-Medical studies after he has once begun his Sophomore year.



### **Biology and the Pre-Medical Courses**

We all are curious by nature. We like to ask questions about things we do not understand very well. And our curiosity is the greater, in proportion to the relation which the answer to our questioning has to what concerns us vitally. We all are enormously interested in life, in what pertains to life, its nature, its origin, its improvement, and most of all, its continuance. No matter how much or how little we may think of other things in this world, we all, even though subconsciously, are striving ever to improve our knowledge about this mysterious principle, to learn more about this foundation of everything we accomplish, this subtle source of our activities, which the smallest child realizes separates us completely from the non-living world around us. This amazing thing which each living person has in his possession, began, he is sure, before he was aware of it. He instinctively feels that it differs somehow from his personality; and he looks forward with absolute certainty to some point of future time, when death will come along to claim it. There is no one who does not understand that between



the living and the non-living world, there is a profound gap; and that all living things have in their possession something which no non-living thing can ever obtain.

For this reason it is commonly said that Biology is the study which has the most universal appeal. Each individual has a greater affection for his own country than the love he holds for other places. Each finds that his particular branch of education, if persisted in long enough, will furnish more fascination than any other can do. But none can boast of such a wide appeal, none other embraces so broad a field, none other grows absorbing at such a rapid rate, as the science of Biology. Problems which press most heavily for solution in modern civilization,—food-supply, disease, education, religion, civilization itself—are concerned with the character and the activities of living organisms. The task of the Biologist in adding to our knowledge of plants and animals is thus by no means a theoretical problem, but deals with matters which are of practical importance to all men.

Modern Science through its discovery of the variability of structure with motion, seeks the chemico-physical nature of life, but at the cost of failing to do adequate justice to the constancy of biological organization. Scientific Evolutionists are looking for forces which have brought about evolution. Scientific Creationists seek to discover the methods by which Creation has been effected. To afford opportunity for such knowledge, Biology is open as an Elective in Junior Year to those who are registered for the Degree of B. S. in Education, Social Science, and History and for all Juniors who are not pre-medical students.

For those who hope to enter the medical profession later on, Biology is one of the required pre-medical studies. The following schedule has been accepted by the American Medical Association as the minimum requirement of credits for entrance to a Class A Medical School:

English .....	6	Hours
Inorganic Chemistry .....	8	"
Organic Chemistry .....	4	"
Physics .....	8	"
Biology .....	8	"
Foreign Language .....	8	"
Credit in Subjects other than Science	12	"
Additional College Credit to Total .....	60	"

Some colleges have arranged a schedule whereby pre-medical credits may be obtained in two years of study. But with the number of medical aspirants growing every year, few medical schools now admit students without a college degree. It is believed that the more exten-

sive the preliminary education, and the consequent increase in culture, the better fitted the individual will be to pass with success through the vast field of experiences of all sorts, which await the follower of Hippocrates in the practice of his profession. The physician deals with life and death; he is constantly engaged in difficult cases involving honor or dishonor. To conduct himself under all circumstances with the circumspection and the heroism expected in one of his calling, there is imperative need of much more than even skillful preparation for handling surgical tools or readiness in grasping the details of the pharmacopoeia. For this reason Boston College demands a full four-year course, leading to the degree of A. B. The B. S. in Biology Course also more than fulfills the preliminary requirements for medical school, but as it necessarily sacrifices some cultural subjects for strictly scientific studies, this course is generally chosen by those specially interested in this topic, or who hope to use it in pedagogy after graduation.

Candidates who wish to prepare for a dental school will follow either the A. B. Pre-Medical curriculum or the B. S. Biology curriculum.

### **Bachelor of Science Curriculum**

The degree of Bachelor of Science will be conferred on the completion of any one of six sets of courses, which fall into two general groups.

The first group consists of three curricula which are Bachelor of Science courses in the strict sense of the term "Science," *i. e.* the natural or physical sciences; that is to say, these course are made up of general studies (such as English, Philosophy, etc.) and of strictly scientific studies in Biology, Chemistry, Physics.

The second group of Bachelor of Science courses consists of three curricula which are Bachelor of Science courses in the broad sense of the term; that is to say, these courses are made up of general studies (such as English, Philosophy, etc.) and of studies in the three departments of Education, History, Social Sciences.

Students who register for the Bachelor of Science courses must major in one of these departments, particularly in their Junior and Senior years, chiefly by the selection of elective courses in these and related subjects. In this group, also, many studies are common to all the students; however, since certain special courses peculiar to the smaller groups are necessary in Freshman and Sophomore years, it will be necessary for an applicant, before entering the College, to have made his decision as to which of the three he chooses to follow, and to indicate this at the time of his application.

Students registered for the degree of Bachelor of Science who plan to prepare for entering Medical Schools, should take the courses leading to the degree of Bachelor of Science, majoring in Biology.



### **The Bachelor of Science in Chemistry**

The course of studies, leading up to the degree of Bachelor of Science in Chemistry, embraces the usual undergraduate subjects that are necessary for or facilitate the acquirement of a thorough knowledge of the fundamentals of chemistry and, in addition, bears the distinction of including extensive studies in languages, philosophy and religion. To give a steady and wholesome outlook on life and its problems, to engender in the mind habits of right thinking, to instill a correct sense of values in placing eternal truths above all else, the courses in Scholastic Philosophy and religion find a place in the science curriculum that is not usually accorded them outside of Catholic colleges. Such a B. S. course equips the student with a well-rounded background and a mind well-equipped for individual thinking that he can bring to bear on the scientific problems which he will encounter in the profession of his choice.

The first course in Chemistry is General Chemistry which treats of inorganic material and the general laws governing the changes which take place. In the following year, the student will study Qualitative Analysis or the detection of the different metallic and acid radicals. This is followed by Quantitative Analysis in which the amount of substance present is determined, and accuracy is stressed. Organic Chemistry is taken in the same year and is the study of the compounds of carbon. In the last year the student will study Physical Chemistry, which is best described as the application of the laws of Physics to Chemistry for the advancement of each, and Analytical Organic Chemistry which is an application of Qualitative and Quantitative Analysis to Organic compounds.



Since no one branch of science is completely independent, the scientific part of the course is completed by the selection of suitable courses in the allied branches of physics and mathematics. Clearness of expression is essential in any field and is especially to be desired in science. The courses in the languages are included for this purpose and are an essential part of the program.

### **The Bachelor of Science in Physics**

The Bachelor of Science in Physics at Boston College differs from that same course in many other schools in the PURPOSE of the course, and in the SELECTION of studies to obtain this purpose. The purpose of the course is culture and mental and moral development. In his four years at college the student does not specialize, but merely selects the courses in physics as his major study. All students in this course are required to take twenty-four (24) credits in the languages, that they may be able to express themselves clearly and in an interesting manner. But the student must have some truth to express. This truth he learns in the required courses of religion for four years (8 credits), of history (4 credits) and of philosophy (28 credits). In this way sixty-four (64) credits out of the required one hundred and forty-four (144) credits are in branches outside the natural sciences and mathematics. During the four years of college the MORAL faculties of the student are developed, as well as the INTELLECTUAL faculties, by an insistence upon the necessity of a true and moral evaluation of the events in life. In this way the foundations are made strong for a moral and religious life in his future work.

Only a small part of the course is INFORMATION. Rather FORMATION is the work of the four years. To obtain this formation and training, the student uses the science of physics as the major instrument. His next important course is mathematics and the next chemistry. Twenty-four (24) credits are required in mathematics during the four years. In his first two years he obtains this training in accurate and logical thinking by courses in College Algebra, Analytical Geometry, and Differential and Integral Calculus. Then on this foundation he advances in his last two years to courses in Differential Equations, Advanced Calculus, Vector Analysis and Partial Differential Equations of Physics. The second minor is chemistry. Because of the intimate connection between physics and chemistry sixteen (16) credits in Inorganic Chemistry and Qualitative and Quantitative Analysis are required.

The major branch in all four years is physics. Thirty-six (36) credits are required in this study of the world in which we live today. A general course in molecular and wave physics is given in the first two years as a foundation for advanced work. In the third year the student takes a mathematical study of the facts of Mechanics and Heat and the Theory of Measurements. In his last

year the student rounds out the course with Alternating Currents and Optics and Modern Physics. For four years he is trained in the scientific method of OBSERVING the facts, MEASURING the quantities, and REASONING by induction and deduction. The laboratory work of the four years makes the student ACTIVE in his own investigations and removes him from the PASSIVE state of merely listening to lectures.

With this training in the languages, history, philosophy, religion, mathematics, and the natural sciences, the student is prepared to cope with the rapidly changing conditions of the world in any profession he may care to follow. But he is prepared in a very special way for civil, electrical, mechanical, illumination, and any other kind of physical engineering.

Boston College has the faculty, the library, the laboratories, and the equipment to give these courses. The classes are limited to twenty students in Freshman, so that the culture and the mental and moral development of each student can be frequently tested.

### **The Bachelor of Science in Education**

The arrangement of subjects in the curriculum leading to the Bachelor of Science in Education is designed to promote a broad cultural education in conjunction with a specialized training for prospective teachers. The concentrated work in educational subjects aims at acquainting the student with the ideals and principles underlying the educational process and gives him an insight into the useful methods and techniques observed in the teaching process. Underlying the organization of this Bachelor of Science curriculum is the idea that while efficiency in teaching depends upon scientific, methodical procedure; it requires, none-the-less, culture of person, liberality of vision and broad appreciations in life. Teaching is understood to be more than instruction by applied techniques—it is development by personal influence.

Accordingly, the beginner in his Freshman year pursues an educational course that serves to adjust him to the field of Education generally. During the first semester the student takes an introductory course called Orientation in Education which acquaints him with the nature of the work comprised in the professional training of teachers. In the second semester of Freshman year comes a course in History of Education. The purpose of this course is to cultivate sound judgment based upon experience with schools and teaching.

In the Sophomore year this curriculum comprises the same courses as in Freshman but of a more advanced nature. The History of Education is continued into the Modern Period in the first semester and this is followed by a study of Principles of Education or fundamental ideas concerning meaning, aims and practices in Education in the second semester.





In a sense the first two years of work in this Bachelor of Science curriculum are preparatory wherein the Education courses are balanced by courses in English, Modern Foreign Language, Mathematics and History.

Entering his Junior year the student of this course is prepared to concentrate in Education and will in the course of his Junior and Senior years take an additional total of twenty-three credits in the subject.

With his progress to Junior year, then, the student's work becomes more intensive both in the professional educational courses and in the general cultural courses. The latter phase of the work is built around Philosophy, for training the mind; the Natural Sciences, for an understanding of the world in which we live; and Religion, for appreciation and regulation of man's moral life. In combination these courses give a deeper insight into the meaning of Education and its relationship to man's nature, needs and destiny.

The Educational courses in Junior year begin with a course in practical training in classroom methods and techniques. In this course theories and principles are given practical interpretation and translated into actual teaching procedure. With this course in the first semester goes Logic (Educational). This is followed in the second semester of Junior year by Character Education which analyzes character, discusses its place in a teaching program and establishes proper principles and procedures for effective character formation.

In the Senior year the basic courses in the student's general education, Religion and Philosophy and Education, are continued. The



following courses are required during the first semester: Educational Psychology giving three credits and Advanced Empirical Psychology affording two credits. The study in Educational Psychology makes an analysis of the powers, traits and dispositions in human beings as these are related to the learning and teaching processes while Advanced Empirical Psychology is a general study of the faculties and powers of man. In the second semester the required courses are: Philosophy of Education which establishes the true idea of education and the ultimate norms of educational values; Advanced Rational Psychology, a study of the human soul and its powers; and Special Ethics, a study of man's ethical nature, his duties and responsibilities in life.

These are the stipulated requirements for the Bachelor of Science degree in Education at Boston College. But certain imponderable factors enter also into the estimate of a student's eligibility for such a degree. Besides the scope and quality of the work established by this curriculum, consideration is given such qualities and achievements as attitude, motives, application, deportment, cultural refinement, devotion to learning and things of the mind, human interests, spiritual progress and generally evidences of scholarship and Christian character. He is expected to live the cultural life of Boston College, not merely to learn and imbibe information.

### **The Bachelor of Science in History**

The degree of Bachelor of Science in History affords an excellent cultural education. Students in this division take courses in Philosophy, Religion, English, Modern Language, Mathematics and Science; and in addition, more intensive courses in History and History of English Literature are prescribed. For electives, detailed studies of special historical fields are offered. The purpose of the degree is not to develop trained research workers, properly the work of graduate schools, but to give that broad cultural training which results from the knowledge of the political, religious, artistic, and scientific achievements of the past. All the courses, general or special, are based on the principle that History is the record of the whole of civilization; hence the students must acquaint themselves with the achievements of man in the fields of art, architecture, and literature, as well as, with man's record in religion, government, and science. The familiar study of the great men of history, affords not only fine intellectual, but excellent character training too.

The history courses are integrated with the philosophy and literary courses so that the student may make History, the laboratory, as it were, where Philosophy finds its concrete actualization, where the background so necessary to the proper appreciation of literature may be obtained. As is but fitting in a Catholic college, in all



courses due attention is paid to the history of religion. In the Freshman and Sophomore years, all candidates for this degree follow a thorough survey course in the history of the Christian Era, four semesters, three hours a week. In the Junior and Senior years, the candidates specialize in particular fields with more detailed courses. These courses are as follows: Ancient History, Eastern Civilization and Greek History, Roman History, Medieval History, Cultural History of the Middle Ages, Irish History, Cultural History of the Renaissance, the Continental Reformation, the French Revolution, the Nineteenth and Twentieth Centuries, American History, Colonial History, National History to 1898, and Recent American History. In addition other elective courses may be had in English History, the History of Art, the History of Architecture, and the History of the Historical Novel.

### **Bachelor of Science in Social Sciences**

This course of study, which leads to the degree of B. S. in Social Science, is offered for those students who have enrolled in Boston College as candidates for the Bachelor of Science degree, and who plan to elect sociology, economics, or government as their major subject, or field of concentration.

The four year course specializing in social science is designed, (a) to provide an adequate foundation in sociology, economics, and government for those students who intend to pursue graduate studies in these scientific disciplines and become candidates for the higher degrees; (b) to prepare students for entrance into approved schools of social work; and (c) to provide for the training of many students who have not definitely decided upon a career after graduation from



college, but who are interested in social and economic problems and desire to do their major work in these fields, in order that they may be equipped to understand and to cope intelligently with the rapidly changing conditions in the society of which they are a part.

In addition to a number of required subjects, including Religion, Philosophy, Mathematics, English, History, Modern Language, and Natural Science, which provide the student with an indispensable foundation of a religious and moral training and the broad cultural background as well as coordination for future specialization, the candidate for the degree of B. S. in Social Science takes five courses in the Social Science field. Economics is one of the required subjects in the student's Sophomore Year; and at least one course in sociology must be taken in both the Junior and Senior Years.

### **Groups of Courses**

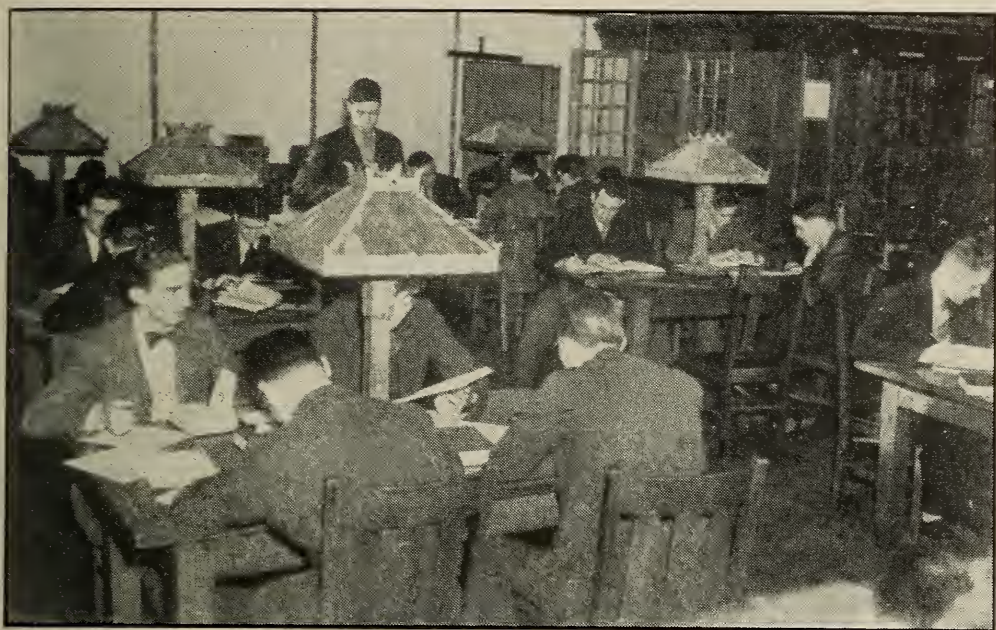
Hence, though there are only two academic degrees for which students are registered at the College, there are really eleven groups of courses offered by the College, each leading to a particular objective: (1) A.B. with Honors; (2) A.B. with Greek; (3) A.B. with Mathematics; (4) A.B. (of any group) with Pre-Medical Studies (5) A.B. (of any group) with Pre-Legal Studies; (6) B.S. in Biology; (7) B.S. in Chemistry; (8) B.S. in Physics; (9) B.S. in Education; (10) B.S. in History; (11) B.S. in Social Sciences.

### **Selection of Curriculum**

Students from High School applying for admission to the College, will be expected to signify not only which of the two general groups (A.B. or B.S.) it is their intention to enter, but also they will find it necessary to indicate which of the curricula within these two general groups they choose to follow.

Thus students registering for the Bachelor of Arts curriculum must choose whether or not they wish to take the Greek courses, and thus indicate whether or not they wish to attempt to qualify for the degree of Bachelor of Arts with Honors or for the degree of Bachelor of Arts without honors. From the number of those who elect to take the courses in Greek, those students who in the opinion of the Board of Admissions are capable of outstanding work will be selected to form the classes in the Honors Course. Since the College considers the curriculum including Greek as characteristic of its ideal in education, and looks upon the student who has successfully met the requirements of the Honors Course as the truest representative of its cultural tradition, it is expected that as many as possible will apply for enrollment in this course. Students who plan to study for the Priesthood, particularly in the local Diocesan Seminary, will be required to take the A.B. course including Greek.





Students who are registering for the Bachelor of Arts curriculum should also choose in as many cases as possible whether or not they wish to take the pre-medical studies. Those who plan to take the pre-legal studies need not indicate this fact until Junior year.

Students for the Bachelor of Science curriculum will be required to choose whether they wish to join the strictly scientific group, taking courses in either Biology, Chemistry or Physics, or whether they wish to join the group taking courses in Education, History or Social Sciences.

In some cases, this determination of the group which the applicant will enter, will be automatically made by comparing the Entrance Units which students offer from their High School with the requirements for each group. But in cases in which this comparison leaves the applicant free, he may choose any one of the groups which suits his purpose in coming to the College. In this very important choice, the applicant is expected to study this Bulletin and to consult with the Dean of Freshman Class or the Registrar of the College, who are prepared to interpret the prescriptions of the College, and to assist the applicant in making his choice. In any case in which the applicant has no definite and special reason for choosing one of the groups, he will be expected to follow the guidance of the College authorities, who will place him properly according to their judgment on his capabilities as shown by his record, and also in the light of his own preferences as expressed and explained to them.

### **Prescribed Curriculum**

With these exceptions, the College prescribes the details of the curriculum. Hence, once a student has registered for a particular

degree, or once he has joined a particular group within that degree, he may not at will change to another. Certain few exceptions may be possible but these are granted only after consultation with the Dean of Studies and the Heads of the Departments involved. Furthermore, with the exception of the Elective courses in Junior and Senior years mentioned above, all students must follow the prescriptions laid down by the College in detail for each group.

### **“Major” Study in Electives**

Towards the end of the Sophomore year, every candidate for an A.B. degree must select, with the advice of his Faculty Adviser, one Elective Branch as a “Major” study or “field of concentration” to be followed during the last two years of his course. (The field of concentration is determined by candidates for the B.S. degree in electing their courses upon entering Freshman year.) In this decision, the main factor should be, not the student’s desires, but his prospective vocation in life. It will be demanded of him, therefore, that he at this time settle upon some career, at least provisionally, and his group of Elective studies will be drawn up by the Faculty with this in view; thus, what is elective with the student is not so much his studies, especially in details, but his vocation.

A “Major” study comprises: (a) 18 semester hours of instruction either in the same subject or in subjects so closely related as to form a well unified field of study; (b) assigned reading or investigation in the designated subject; (c) before April 1st of the Senior Year, the student will be obliged to submit a thesis of approximately 3,000 words on some portion of his “Major” approved by the Head of the Department.

The main purpose of this “Major” study is to give unity to the Elective studies. In all cases it is plainly understood that whatever a student’s “Major” may be, he is always obliged to follow the prescribed courses of Philosophy, Evidences and the one Science (Biology, Chemistry or Physics) in the Junior and Senior Years.

This arrangement of Elective studies will be so ordered that at the time of graduation, the student will be well equipped to continue with graduate studies in his chosen field.

The departments of study in which the “Major” or “field of concentration” is to be chosen, are:

Biology	Government
Chemistry	History
Classics	Legal Studies
Economics	Mathematics
Education	Philosophy
English	Physics
Fine Arts	Romance Languages
German	Social Studies
Business Studies	





## STUDENT ORGANIZATIONS

Boston College offers her students a varied program of extra-curricular activities—Religious—Academic—Dramatic—Forensic—and Athletic. Suited to the choice and interest of the individual, these organizations supplement the work of the classroom, give the student scope for self-expression, promote spontaneous initiative, self-reliance, and poise.

### THE SODALITY OF THE IMMACULATE CONCEPTION

LANGUAGE AND SCIENCE ACADEMIES: French, German, Italian, Spanish, Mathematics, History, Economics, Latin, Greek, Government, Chemistry, Physics, Writers' Club.

DEBATING —Fulton Debating Society.  
Marquette Debating Society.

DRAMATICS —The Dramatic Society.  
The One Act Play Shop.

MUSIC —Band.  
Orchestra.  
Glee Club.

PUBLICATIONS —The Stylus.  
The Heights.  
The Sub Turri.

HONOR SOCIETY—The Cross and Crown.

SPORTS —Football, Hockey, Track, Baseball, Tennis, Golf, Rifle, Fencing.



# **REQUIREMENTS FOR VARIOUS DEGREES**

## **BACHELOR OF ARTS**

### **General**

(128 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Yr's Cred.
English .....	4 hrs.	4 hrs.	8
Latin .....	5 hrs.	5 hrs.	8
*Greek or Mathematics .....	3 hrs.	3 hrs.	6
Modern Language .....	3 hrs.	3 hrs.	6
History .....	2 hrs.	2 hrs.	4
Religion .....	2 hrs.	2 hrs.	2
	19	19	34
SOPHOMORE YEAR			
English .....	4 hrs.	4 hrs.	8
Latin .....	4 hrs.	4 hrs.	6
Greek or Mathematics .....	3 hrs.	3 hrs.	6
History .....	2 hrs.	2 hrs.	4
Religion .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	18	18	32
JUNIOR YEAR			
Philosophy .....	7 hrs.	7 hrs.	12
Physics, Chemistry or Biology	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Religion .....	2 hrs.	2 hrs.	2
Electives .....	6 hrs.	6 hrs.	12
	18	18	32
SENIOR YEAR			
Thesis in Major			
Philosophy .....	9 hrs.	9 hrs.	16
Religion .....	2 hrs.	2 hrs.	2
Electives .....	6 hrs.	6 hrs.	12
	18	18	30
			128

*Credits* 128

\*Candidates who elect Greek and offer three or more secondary school units in Greek are required to take Advanced Greek. Candidates who elect Greek and offer one or two secondary school units in Greek are required to take Intermediate Greek. Candidates who elect Greek and offer no secondary school units in Greek take Elementary Greek.

## BACHELOR OF ARTS

### Pre-Medical

(134 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Yr's Cred.
English .....	4 hrs.	4 hrs.	8
Latin .....	5 hrs.	5 hrs.	8
*Greek or Mathematics .....	3 hrs.	3 hrs.	6
German or French .....	3 hrs.	3 hrs.	6
History .....	2 hrs.	2 hrs.	4
Religion .....	2 hrs.	2 hrs.	2
	19	19	34
SOPHOMORE YEAR			
English .....	4 hrs.	4 hrs.	8
Latin .....	4 hrs.	4 hrs.	6
Greek or Mathematics .....	3 hrs.	3 hrs.	6
Chemistry .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Religion .....	2 hrs.	2 hrs.	2
German or French .....	3 hrs.	3 hrs.	6
	20	20	36
JUNIOR YEAR			
Philosophy .....	7 hrs.	7 hrs.	12
Physics .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Religion .....	2 hrs.	2 hrs.	2
Biology .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry .....	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	22	22	38
SENIOR YEAR			
Thesis in Major			
Philosophy .....	9 hrs.	9 hrs.	16
Religion .....	2 hrs.	2 hrs.	2
Biology .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry (optional) .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
	19	19	26 or 34

Credits.....134 or 140

\*Candidates who elect Greek and offer three or more secondary school units in Greek are required to take Advanced Greek. Candidates who elect Greek and offer one or two secondary school units in Greek are required to take Intermediate Greek. Candidates who elect Greek and offer no secondary school units in Greek take Elementary Greek.

## BACHELOR OF ARTS

## Pre-Legal

(128 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR		1st Sem.	2nd Sem.	Yr's Cred.
English .....	4 hrs.	4 hrs.	8	
Latin .....	5 hrs.	5 hrs.	8	
*Greek or Mathematics .....	3 hrs.	3 hrs.	6	
Modern Language .....	3 hrs.	3 hrs.	6	
History .....	2 hrs.	2 hrs.	4	
Religion .....	2 hrs.	2 hrs.	2	
	<hr/>	<hr/>	<hr/>	
	19	19	34	
SOPHOMORE YEAR				
English .....	4 hrs.	4 hrs.	8	
Latin .....	4 hrs.	4 hrs.	6	
Greek or Mathematics .....	3 hrs.	3 hrs.	6	
History .....	2 hrs.	2 hrs.	4	
Religion .....	2 hrs.	2 hrs.	2	
Modern Language .....	3 hrs.	3 hrs.	6	
	<hr/>	<hr/>	<hr/>	
	18	18	32	
JUNIOR YEAR				
Philosophy .....	7 hrs.	7 hrs.	12	
Physics, Chemistry or Biology ..	2 hrs., 1 lab.	2 hrs., 1 lab.	6	
Religion .....	2 hrs.	2 hrs.	2	
Economics .....	3 hrs.	3 hrs.	6	
Elective .....	3 hrs.	3 hrs.	6	
	<hr/>	<hr/>	<hr/>	
	18	18	32	
SENIOR YEAR				
Thesis in Major				
Philosophy .....	9 hrs.	9 hrs.	16	
Religion .....	2 hrs.	2 hrs.	2	
Economics .....	3 hrs.	3 hrs.	6	
Elective .....	3 hrs.	3 hrs.	6	
	<hr/>	<hr/>	<hr/>	
	17	17	30	

Credits .....128

\*Candidates who elect Greek and offer three or more secondary school units in Greek are required to take Advanced Greek. Candidates who elect Greek and offer one or two secondary school units in Greek are required to take Intermediate Greek. Candidates who elect Greek and offer no secondary school units in Greek take Elementary Greek.



# BACHELOR OF SCIENCE IN BIOLOGY

(132 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Yr's Cred.
English .....	4 hrs.	4 hrs.	6
Mathematics .....	3 hrs.	3 hrs.	6
Physics .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
German .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	20	20	36

## SOPHOMORE YEAR

English .....	3 hrs.	3 hrs.	4
Biology .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Stoichiometry .....	1 hr.	1 hr.	2
German .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	17	17	30

## JUNIOR YEAR

Philosophy .....	7 hrs.	7 hrs.	12
Religion .....	2 hrs.	2 hrs.	2
Chemistry .....	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Biology .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
History .....	2 hrs.	2 hrs.	4
	<hr/>	<hr/>	<hr/>
	20	20	34

## SENIOR YEAR

Thesis in Major			
Philosophy .....	9 hrs.	9 hrs.	16
Religion .....	2 hrs.	2 hrs.	2
Biology .....	5 hrs., 2 lab.	5 hrs., 2 lab.	14
	<hr/>	<hr/>	<hr/>
	18	18	32

Credits.....132

## BACHELOR OF SCIENCE IN CHEMISTRY

(128 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Yr's. Cred.
English .....	4 hrs.	4 hrs.	6
Mathematics .....	3 hrs.	3 hrs.	6
Physics .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
German .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	20	20	36

### SOPHOMORE YEAR

English .....	3 hrs.	3 hrs.	4
Mathematics .....	3 hrs.	3 hrs.	6
Stoichiometry .....	1 hr.	1 hr.	2
Chemistry .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
German .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	16	16	28

### JUNIOR YEAR

Philosophy .....	7 hrs.	7 hrs.	12
Religion .....	2 hrs.	2 hrs.	2
Chemistry .....	4 hrs., 4 lab.	4 hrs., 2 lab.	14
History .....	2 hrs.	2 hrs.	4
	<hr/>	<hr/>	<hr/>
	19	17	32

### SENIOR YEAR

Thesis in Major			
Philosophy .....	9 hrs.	9 hrs.	16
Religion .....	2 hrs.	2 hrs.	2
Chemistry .....	3 hrs., 4 lab.	3 hrs., 4 lab.	14
	<hr/>	<hr/>	<hr/>
	18	18	32

*Credits*.....128

## BACHELOR OF SCIENCE IN PHYSICS

(144 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Yr's Cred.
English .....	4 hrs.	4 hrs.	6
Mathematics .....	3 hrs.	3 hrs.	6
Physics .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
German .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	20	20	36

SOPHOMORE YEAR			
English .....	3 hrs.	3 hrs.	4
Mathematics .....	3 hrs.	3 hrs.	6
Physics .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Stoichiometry .....	1 hr.	1 hr.	2
German .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	20	20	36

JUNIOR YEAR			
Philosophy .....	7 hrs.	7 hrs.	12
Religion .....	2 hrs.	2 hrs.	2
Physics .....	5 hrs., 1 lab.	5 hrs., 1 lab.	12
Mathematics .....	3 hrs.	3 hrs.	6
History .....	2 hrs.	2 hrs.	4
	20	20	36

SENIOR YEAR			
Thesis in Major			
Philosophy .....	9 hrs.	9 hrs.	16
Religion .....	2 hrs.	2 hrs.	2
Physics .....	5 hrs., 1 lab.	5 hrs., 1 lab.	12
Mathematics .....	3 hrs.	3 hrs.	6
	20	20	36

Credits.....144



## DEGREE OF B. S. IN EDUCATION

(128 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Yr's Cred.
English .....	4 hrs.	4 hrs.	8
Mathematics .....	3 hrs.	3 hrs.	6
Education .....	3 hrs.	3 hrs.	6
Modern Language .....	3 hrs.	3 hrs.	6
History .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	—	—	—
	18	18	34

SOPHOMORE YEAR			
English .....	7 hrs.	7 hrs.	12
Education .....	3 hrs.	3 hrs.	6
Modern Language .....	3 hrs.	3 hrs.	6
History .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	—	—	—
	18	18	32

JUNIOR YEAR			
Philosophy .....	3 1/2 hrs.	7 hrs.	9
Education .....	6 1/2 hrs.	3 hrs.	9
Physics, Chemistry or Biology ..	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Religion .....	2 hrs.	2 hrs.	2
Elective .....	3 hrs.	3 hrs.	6
	—	—	—
	18	18	32

SENIOR YEAR			
Thesis in Major .....			
Education .....	5 1/2 hrs.	9 1/2 hrs.	14
Philosophy .....	6 1/2 hrs.	2 1/2 hrs.	8
Religion .....	2 hrs.	2 hrs.	2
Elective .....	3 hrs.	3 hrs.	6
	—	—	—
	17	17	30

Credits.....128

## DEGREE OF B. S. IN HISTORY

(128 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Yr's Cred.
English .....	7 hrs.	7 hrs.	12
Mathematics .....	3 hrs.	3 hrs.	6
Modern Language .....	3 hrs.	3 hrs.	6
History .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	18	18	32

SOPHOMORE YEAR			
English .....	7 hrs.	7 hrs.	14
History (English) .....	3 hrs.	3 hrs.	6
Modern Language .....	3 hrs.	3 hrs.	6
History .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	18	18	34

JUNIOR YEAR			
History .....	3 hrs.	3 hrs.	6
Philosophy .....	7 hrs.	7 hrs.	12
Physics, Chemistry or Biology .....	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Religion .....	2 hrs.	2 hrs.	2
Elective .....	3 hrs.	3 hrs.	6
	18	18	32

SENIOR YEAR			
Thesis in Major .....			
History .....	3 hrs.	3 hrs.	6
Philosophy .....	9 hrs.	9 hrs.	16
Religion .....	2 hrs.	2 hrs.	2
Elective .....	3 hrs.	3 hrs.	6
	17	17	30

Credits.....128

## DEGREE OF B. S. IN SOCIAL SCIENCES

(128 CREDITS REQUIRED FOR GRADUATION)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Yr's Cred.
English .....	7 hrs.	7 hrs.	12
Mathematics .....	3 hrs.	3 hrs.	6
Modern Language .....	3 hrs.	3 hrs.	6
History .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	—	—	—
	18	18	32

SOPHOMORE YEAR			
English .....	7 hrs.	7 hrs.	14
Economics .....	3 hrs.	3 hrs.	6
Modern Language .....	3 hrs.	3 hrs.	6
History .....	3 hrs.	3 hrs.	6
Religion .....	2 hrs.	2 hrs.	2
	—	—	—
	18	18	34

JUNIOR YEAR			
Sociology .....	3 hrs.	3 hrs.	6
Philosophy .....	7 hrs.	7 hrs.	12
Physics, Chemistry or Biology	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Religion .....	2 hrs.	2 hrs.	2
Elective .....	3 hrs.	3 hrs.	6
	—	—	—
	18	18	32

SENIOR YEAR			
Thesis in Major			
Sociology .....	3 hrs.	3 hrs.	6
Philosophy .....	9 hrs.	9 hrs.	16
Religion .....	2 hrs.	2 hrs.	2
Elective .....	3 hrs.	3 hrs.	6
	—	—	—
	17	17	30

Credits.....128





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